

Rubric for Rating the Quality of Non-Classroom Teacher SAOs

Purpose of this Rubric: This rubric is for use by teachers, school administration, and district administration in evaluating the different aspects of Student Achievement Objectives (SAOs) to make sure the SAO meets an “acceptable quality” rating on this rubric before it is used for teacher performance ratings.

Learning Goal Rubric		
<input type="checkbox"/> Acceptable Quality	<input type="checkbox"/> Quality Needs Improvement	<input type="checkbox"/> Insufficient Quality
<p>Appropriately identifies and thoroughly describes an important and meaningful program/support learning goal, with:</p> <ul style="list-style-type: none"> ➤ the big idea and the standard(s) clearly aligned to and measured by the learning goal, ➤ a clear explanation of the critical nature of the learning goal for the target group, ➤ a clear description of how the learning goal allows the target group to reach the learning goal within the identified time span, and ➤ specific and appropriate instruction and/or strategies described to reach the learning goal. 	<p>Generally, identifies and describes a program/support learning goal with:</p> <ul style="list-style-type: none"> ➤ the big idea and/or standards minimally aligned to the learning goal, ➤ some explanation of the importance of the learning goal for the target group, ➤ a general description of how the learning goal allows the target group to demonstrate adequate understanding of the standards within the identified time span, and/or ➤ some generic instruction and/or strategies used to reach the learning goal. 	<p>Identifies and describes a program/support learning goal that is vague, trivial, or unessential, with:</p> <ul style="list-style-type: none"> ➤ the big idea and/or standards not aligned to the learning goal, ➤ lack of information of the importance of the learning goal for the target group, ➤ little to no description of how the learning goal allows the target group to demonstrate understanding of the standards in the identified time span, and/or ➤ questionable and/or vague instruction and strategies used to reach the learning goal.
Assessments Rubric		
<input type="checkbox"/> Acceptable Quality	<input type="checkbox"/> Quality Needs Improvement	<input type="checkbox"/> Insufficient Quality
<p>Appropriately identifies and clearly describes:</p> <ul style="list-style-type: none"> ➤ high quality assessments/tools, with evidence to support how the appropriateness and quality of the assessments/tools has been established ➤ a clear explanation of how performance is defined and scored, and ➤ progress-monitoring measures that will be used, including how support will be differentiated for all learners based on this information. 	<p>Identifies and provides some description, which may lack specificity, of the:</p> <ul style="list-style-type: none"> ➤ assessments/tools, with partial explanation and no evidence to support how the appropriateness and quality of the assessments/tools have been established, ➤ a partial explanation of how performance is defined and scored, and/or ➤ progress-monitoring measures used with little detail in how support will be differentiated based on this information. 	<p>Identifies and provides an unclear, insufficient, or confusing description of the:</p> <ul style="list-style-type: none"> ➤ assessments/tools, which minimally measure the program/support learning goal, with no reference to how the appropriateness and quality of the assessments have been established, ➤ minimal or no explanation of how performance is defined and scored, and/or ➤ progress-monitoring measures used with minimal or no reference to the differentiation of support based on this information.

Targets Rubric		
<input type="checkbox"/> Acceptable Quality	<input type="checkbox"/> Quality Needs Improvement	<input type="checkbox"/> Insufficient Quality
<p>Clearly and thoroughly explains how the data are used to define teacher performance, including:</p> <ul style="list-style-type: none"> ➤ appropriate baseline data/information used to establish and differentiate expected performance, and ➤ rigorous expectations that are realistic and attainable for each Target group using the documented high-quality assessments/tools. 	<p>Broadly, without specificity, explains how the data are used to define teacher performance, and may include:</p> <ul style="list-style-type: none"> ➤ unclear baseline data/information used to establish and differentiate expected performance, and/or ➤ expectations that are imprecise, somewhat realistic and/or attainable for each Target group. 	<p>Provides an unclear, insufficient, or confusing explanation of how the data are used to define teacher performance, and may include:</p> <ul style="list-style-type: none"> ➤ no baseline data/information or use of irrelevant information to establish and differentiate expected performance, and/or ➤ low expectations, for each Target group.